

TECHNICAL CONCERNS

Concern #1: Losing Information: Users will enter information and then it is lost or not saved (ex: therapy notes in service documentation module, assessments entered in special ed module)

Response: *Please have your ECATS designee submit a Zen Desk ticket so that the appropriate staff can research and assist you with resolving.*

Concern #2: User Roles/Access/Setting Up Team Members

Response: *User Roles are the sole discretion of the local PSU. More information is available on the ECATS website on the Special Education training page.*

Concern #3: Cut-paste limitations

Response: *It is a known issue that text boxes have character limits and we have an approved work effort in place to make adjustments.*

Concern # 4: Users have to enter assessment subtests as their own assessment

Response: *Users have a few options to choose from when entering assessment data.*

In the assessment summary,

Option #1: Select the assessment area (ex. Speech-Language/Communication Evaluation). Select “Details”, then include subtest data in the narrative.

Option #2: Select “add assessment”; then “Custom Assessments”. The user can then label the custom assessment and subject area. Then, under “Score(s) Reported”, users can indicate how scores will be reported if the options already provided are not appropriate. Additionally, users can select the radio button for “text description” and add the information for the assessment subtest(s). The comments box can also be used for this purpose. See the screenshot for this option below.

The screenshot shows the 'Custom Assessments' form in the ECATS system. The form has a header with 'Assessments' and 'Custom Assessments' tabs. Below the header, there are four main sections: 'Custom Assessment', 'Subject Area', 'Score(s) Reported', and 'Comments'. The 'Custom Assessment' field contains 'Speech-Language'. The 'Subject Area' field contains 'SL Subtests'. The 'Score(s) Reported' section has several radio button options: 'Std Score', '# Errors', 'Age Equiv', 'stanine', 'Grade Equiv', 'quotient', 'Percentile', and 'text desc.' (which is selected). Below these options are two input fields for 'Subtest 1' and 'Subtest 2'. The 'Comments' field contains the text 'Subtest 1=data' and 'Subtest 2=data'.

Custom Assessment	Subject Area	Score(s) Reported	Comments
Speech-Language	SL Subtests	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input checked="" type="checkbox"/> text desc. Subtest 1 Subtest 2	Subtest 1=data Subtest 2=data

Concern # 5: Incomplete or inaccurate data migration from PowerSchool:

- students showing up some days, not others.
- not all students are accessible in the system; (some students have graduated)
- Data transferring over incorrectly (emergency contacts as parents)

Response: *Please refer to the PowerSchool memo that went out about sync issues. DPI believes it is fixed now. Please coordinate PS person to assure that the student's status is correct there.*

Concern #6: The final document that prints is excessive.

- EX: a kindergarten student's IEP - print every assessment the child could possibly take throughout school career; then notes participating/not participating
- Excessive printing of classroom activities
- Progress reports are excessive (24-64 pages)
- Making a complicated process for parents even more complicated

Response:

The only assessments that should print are those selected by the users to be brought into the IEP. For an annual IEP, this should be only those assessments that are used to constitute the PLAAFP. For an initial IEP, it is possible that this could be lengthy – however this is a case specific scenario that reduces over time as the team determines those areas that require SDI.

It appears that data migration from third parties mapped IEP goals and benchmarks/objectives to progress reports - including goals from previous IEPs in addition to the current IEP. This is contributing to the length of the progress reports. This issue does not appear to impact CECAS users as IEP goals were not mapped to the progress reports as all CECAS closed/verified documents will import as pdfs. If users are experiencing this issue, a ZenDesk ticket needs to be submitted as it is a technical import issue that will need to be problem-solved with the vendor.

Lastly, the Progress Report Wizard is intended to batch all students on a teacher's caseload to provide efficiency when updating and printing progress reports. Therefore, it is expected that batches of progress reports generated from IEP goals finalized in the ECATS would be a large print document as it will include multiple student reports.

Concern #7: Review of Accommodations Form:

- Users feel this will become a bigger issue as the semester ends and testing begins.
- There are too many restrictions on who can run the reports
- This will be a problem for testing coordinators

Response:

It is a local decision regarding the individuals that have permission to access and run reports. If more individuals are needed for this permission type, the LEA can assign them. Additionally, LEAs are encouraged to review accommodation reports from the last administration of statewide assessments (Spring/Summer) as a means to cross-reference accommodations that were provided most recently as it is likely that those accommodations remain current and relevant for students engaged in Fall state assessment activities.

Concern #8: Assessment menus are massive and not alphabetized

Response: *We will be reviewing system analytics over time. Unused or assessments that are not considered current and valid will be removed from menus depending on the usage frequency in the field.*

Concern #9: Lack of existing data in the system - past assessments, attendance

Response: *Historical assessments are currently being tested and will be added to the system soon. Historical attendance data was not loaded and there are no plans to load it.*

Concern #10: All of the above-mentioned issues are causing a lack of confidence concerning the ability to have an accurate December 1 child count

Response: *To allow LEAs/SOPs added time to enter IEPs that were completed during the Dark period, ECATS will remain open for IEP entry through December 31, 2019. For students to be eligible to be counted on the child count, they must have current eligibility and a current IEP as of December 1, 2019. LEAs/SOPs will submit data for the December 1 Child Count on January 2, 2020 and final certification must be completed by January 16, 2020.*

Concern #11: Pre-School User Roles and Settings

Response: *This week's Monday Message provided links to a Tip Sheet for preschool settings. Users can now add the appropriate RECP code to reflect the student's participation in regular education settings.*

TRAINING CONCERNS

Concern #12: Require training that allows end users to see an active site - work through procedure and rationale

Response: *The Policy, Monitoring and Audit section is working on providing this type of support through training videos and tip sheets. As PMA responds to questions in ZenDesk, tip sheets are being created as appropriate. Training videos that include procedure and rationale are in*

production. Please watch the Monday Message for important releases regarding tip sheets and videos. We anticipate the development of the annual IEP to be the first release very soon.

ZENDESK CONCERNS

Concern #13: Response time of ZenDesk

Response: *We are currently working to define acceptable turnaround times for tickets and the procedure for closing tickets. All of these processes will be communicated to the field as soon as it is finalized with the vendor.*

Concern #14: Closing of tickets and marking as solved

Response: *We are currently working to define acceptable turnaround times for tickets and the procedure for closing tickets. All of these processes will be communicated to the field as soon as it is finalized with the vendor.*

QUESTIONS FROM THE WEBINAR

Question #1: When you say time to enter the IEPs done during dark period, etc. Do you mean entering of all key data or literally writing each of the IEPs in its entirety?

Response: *If an IEP, Reevaluation, Initial Referral or Eligibility was developed between June 16, 2019, and July 17, 2019, (dark period) then users must put all of that information, in its entirety, into ECATS. Therefore, users are “literally writing each of the IEPs [etc.] in its entirety” for this period.*

If users did not close/verify documents prior to the dark period, the most current EC processes must be put into ECATS in its entirety.

Question #2: How can we run a test count for the December 1st Head Count? We would like to be able to do this prior to the EC Conference.

Response: *The first step in being able to run a test count is to ensure that all EC students are documented as having a current eligibility and current IEP. This means all checkmarks are green in ECATS by virtue of (1) closed/verified data, prior to the dark period, migrating correctly and errors resolved; (2) EC processes completed during the dark period have now been entered in its entirety in ECATS; and (3) any new EC process completed in ECATS has been finalized.*

Question #3: The pre-k information that was sent out shows 3 steps and does not explain the RECP settings. Is there information that is missing?

Response: *The Tip Sheet for Preschool Settings is not missing additional information. RECP settings have been a part of preschool setting calculations for some time. The questions preschool service providers must ask to determine the appropriate settings are communicated through the Office of Early Learning during their regional meetings and resources they provide.*

Question #4: How do we do this and save with the correct dates (ex: if meeting occurred in July)

Response: *This response is assuming the question involves the backdating of EC process documents completed during the dark period. If true, the rules of completion for backdating has been relaxed for the following user types: LEA Admin 2, LEA Admin 4, LEA Data Manager, EC Teacher 2, and Service Provider 2.*

Question #5: Does this mean we have to enter ALL IEPs in ECATS even if the IEP isn't due until say May?

Response: *No, as long as the IEP that was developed in May 2019 was closed and verified. Please also see the response to question #1 in this section.*

Transition to ECATS is intended to be based on (1) migrated data; (2) data entry of EC processes that occurred in the dark period; and (3) developing the first new EC Process for students in ECATS as due dates occur. An example of #3 would be: A student's IEP is not due until November 2019. Therefore, the progress report template would be used for this student until the EC case manager develops the new annual IEP in ECATS in November. This annual IEP and associated invitations, etc. would be the first items for this student that were developed in ECATS. In other words, the workspace (goals, assessment summary, IEP Team, etc.) in ECATS will be built up over the course of this school year. Transition into ECATS will take time – especially until each student has one initial IEP/annual IEP and initial evaluation/reevaluation completed in ECATS.

Question #6: If you have to enter a full IEP do you need to hold a meeting or just enter the information from the old IEP?

Response: *If the IEP Team meeting was held appropriately to develop the IEP, the only action item that remains is for the IEP to be put into ECATS.*

Question #7: Can you please provide clarification on the last statement. Do IEPs that were entered into CECAS (not during the dark period) and are currently active need to be entered into ECATS before Dec.1?

Response: *No. Please see the previous responses provided in this section. The data points needed for headcount were transferred in the data migration for all items that were closed/verified prior to the dark period. This can be confirmed by the green checkmark by each EC student. The green checkmark indicates that the student has a current eligibility and current IEP.*

Helpful Links:

- **Monday Messages**

https://ec.ncpublicschools.gov/ecats/monday_messages

- **Training, (Includes Tips Sheets, User Type Guide, Detailed User Type Listing)**

<https://ec.ncpublicschools.gov/ecats/special-education/training>